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ABSTRACT

This book explores some of the relationships between mathematics, children's literature, and literary criticism. It focuses on ways of using trade books to provide children and educators with powerful instructional experiences that integrate the study of mathematics with children's literature and the search for excellent children's trade books that contain mathematics. The introductory chapter describes reasons for integrating the study of mathematics and children's literature, as well as the history of a search for excellent children's mathematics trade books and powerful instructional methods of using them. Chapter 2 presents a classroom example of an instructional method that helps children and adults better understand mathematics, literature, and themselves. Chapter 3 examines the philosophical and pedagogical underpinnings of the instructional model presented. Chapter 4 discusses standards useful in assessing children's mathematics trade books. It sensitizes the reader to the strengths and weaknesses of such books and provides the vocabulary necessary for insightfully discussing them. Chapter 5 explores ways of mathematically enhancing children's books to enrich their reader's mathematical and literary experiences. The appendix provides an assessment instrument useful for evaluating children's mathematics trade books. Contains 126 references. (JRH)

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